

DOCUMENT RESUME

ED 167 509

SP 013 764

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 TITLE Development of a Checklist of Inservice Activities for Primary and Secondary Teachers in Australian Schools. C.A.T. Education Monograph No. 8.
 INSTITUTION Macquarie Univ., North Ryde (Australia). Centre for Advancement of Teaching.
 PUB DATE Nov 74
 NOTE 28p.
 EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
 DESCRIPTORS *Checklists; Conferences; Elementary Secondary Education; Foreign Countries; Individual Study; Inservice Courses; *Inservice Teacher Education; *Learning Activities; *Literature Reviews; *Performance Criteria; *Program Design; Program Development; Teacher Exchange Programs; Teacher Programs; Teacher Workshops
 IDENTIFIERS Australia

ABSTRACT

Literature on the goals, barriers, and trends in inservice education is reviewed here, and criteria for development of an inservice program as well as a checklist of possible activities are provided. Specific activities outlined are: courses; workshops; conferences; exchanges and secondments; comparative educational tours; study leave and study programs for individuals; consultancies by individuals or panels of experts; production and dissemination of training kits, related materials, and general information for distribution to schools; displays and exhibitions; support for innovative programs and research by groups or individuals; support for teachers assisting pupils in creative development of materials; development of inservice institutions; and support for research into inservice activities. References are included. (DS)

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No.8

DEVELOPMENT OF A
CHECKLIST OF INSERVICE
ACTIVITIES FOR PRIMARY
AND SECONDARY TEACHERS
IN AUSTRALIAN SCHOOLS

MACQUARIE UNIVERSITY
CENTRE FOR ADVANCEMENT OF TEACHING



AND GLADLY TO BE

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DEVELOPMENT OF A CHECKLIST OF INSERVICE
ACTIVITIES FOR PRIMARY AND SECONDARY
TEACHERS IN AUSTRALIAN SCHOOLS

A paper presented to a National Conference
on Inservice Education, Leura, N.S.W.

6 November, 1974

by

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PUBLISHED BY CENTRE FOR ADVANCEMENT OF TEACHING IN
MACQUARIE UNIVERSITY, NORTH RYDE, 2113, SYDNEY, N.S.W.

NOVEMBER 1974.

I. GOALS, BARRIERS AND TRENDS IN INSERVICE EDUCATION

The powerful and thought provoking publication by Unesco (Faure 1972) Learning to Be makes the following statements:

- .. *One of the essential tasks for educators at present is to change the mentalities and qualifications inherent in all professions; thus they should be the first to be ready to rethink and change the criteria and basic situation of the teaching profession, in which the job of educating and stimulating students is steadily superseding that of simply giving instruction.*
- .. *Present-day divisions between formal and informal, school and out-of-school, child and adult education are steadily fading. Furthermore, teachers trained today will still be exercising their profession after the year 2000. Their training should be designed with these two facts in mind.*
- .. *Conditions in which teachers are trained should be profoundly changed so that, essentially, they become educators rather than specialists in transmitting pre-established curricula; the principle of a first, accelerated training stage, followed by inservice training cycles, should be adopted.*

The need for inservice education of teachers is unquestioned. Inservice training is generally taken to "include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill". (Cane 1969).

The educational literature contains many statements about the goals of inservice education. Dunkley (1972) summarises these in the following terms:

- (i) to introduce teachers to new concepts in particular curriculum areas;
- (ii) to introduce teachers to new methods of presenting particular curriculum materials;
- (iii) to develop teachers' awareness of various methods for solving teaching/learning problems;
- (iv) to assist teachers in understanding the cultural and peer group pressures operating on their students.

A more comprehensive list has been given by Paul Mohr. (Eric Document ED 083]48). Mohr writes as follows:

"Inservice education, of necessity, must seek to eliminate deficiencies in the preparation of teachers. It must serve as refresher courses to those returning to the teaching profession after a prolonged absence. It must be concerned not only with curricular changes, but also with changes in approach and total learning conditions. Inservice programs should then encompass these goals:

- 1. Increase the effectiveness of all teachers, trainers, and trainees*
- 2. Develop the interpersonal growth of teachers*
- 3. Provide means of self-evaluation*
- 4. Change patterns and methods of directing learning experiences*
- 5. Improve utilization of educational resources*
- 6. Improve teacher-child relationships*
- 7. Provide opportunities for discussion and sharing of ideas*
- 8. Provide adequate feedback about the effectiveness of their teaching*
- 9. Provide opportunities for continuous growth and to extend competencies*
- 10. Assist practicing teachers to become more proficient in the use of media*
- 11. Obtain maximum impact by reaching entire staff of a school*
- 12. Involve teachers in the planning and implementation of inservice courses*
- 13. Provide atmosphere which facilitates growth and change*
- 14. Involve teachers and teacher groups in research and experimentation."*

An especially important aspect of such goals for inservice education is in relation to curriculum development. The key role of teachers in implementation and development of new curriculum in Australian schools has now been

recognised. The relationship between these aspects of a teacher's role and inservice programs is not so clearly appreciated. In this regard the work of Louis J. Rubin (1964) in the United States provides some useful guidelines. Rubin lists the following characteristics of teachers that must be developed through inservice activities if changes in curriculum are to be effective.

1. Each teacher must come to recognise his key role in curriculum development. He should see there is an obligation to assess shortcomings of existing programs, to improve them through experimentation and to assess evidence from the research of others.
2. Each teacher needs help in losing his sense of complacency and in drawing systematically on resources available in his local area to improve his teaching skills.
3. Each teacher must have the time and materials required for him to be at all times well informed about current developments; he should have the ability to make intelligent selections between alternatives and he must accept challenge about the appropriateness of his own purposes and methods.
4. Each teacher must have access to the kinds of technical assistance he requires. These may take the form of expert consultantships, co-operative planning endeavours, opportunities to gain and to master new skills or provisions for theoretical study.

Rubin concludes that it is the task of leaders of curriculum development projects to (i) set forth what they expect from inservice education with regard to the new program; (ii) provide the realistic wherewithal for the achievement of these expectations; (iii) arrange for the release of individual teachers from those things which seem to restrict him or her and (iv) devise systems to evaluate the effectiveness of the change. These concepts are further expanded and developed in the book edited by Rubin "Improving Inservice Education" published in 1971.

B.J. Joyce (1968) in a report issued by the U.S. Office of Education has proposed an overall model for teacher education. Joyce suggests that training programs should aim to fit teachers for four basic roles. These are:

- (a) The scholar - the teacher should have a sound general education; be an expert in his special field; and have a good understanding of children and of teaching.
- (b) The interactive teacher - a flexible personality sensitive to the needs of learners. A teacher capable of making decisions and implementing a variety of teaching strategies. The interactive teacher should be able to develop a co-operative social system in the classroom.

- (c) The teacher innovator - a teacher committed to the inquiry approach, constantly willing to test new ideas. He must be aware of those conservative and stabilising forces operating within his school, system and in the society as a whole but he must also know how to act as an agent for change within this environment.
- (d) The institution builder - a teacher as a member of a team understanding the processes involved in developing organisational systems and the process of selecting goals.

The James Report (1972) on teacher education in the United Kingdom proposes three cycles in the development of a practising teacher. The first cycle is a two year diploma of higher education stressing personal educational developments. The second cycle is a two year teacher training program in which one year is spent in a training institution and another in a school. Further professional growth, the training of the teacher for future developments and to cope with change, is the concern of the third cycle. The Report recommends among other things, the development of a network of professional centres linked to local groups of schools. Each centre would become a forum for the exchange of ideas, information and experience, between new and experienced teachers, teacher trainees and L.E.A. advisers. Each would cover most of the day-to-day training requirements of the schools served, and many would house, or arrange, more substantial courses.

In a thoughtful paper prepared for the School of Education Macquarie University, Harry Thompson (1974) suggests that the skills of Joyce's "Innovator" and most skills associated with Joyce's "institution builder" are properly the province of the third cycle of development as defined by the James Report - that is the inservice phase.

Has practise kept pace with theory? In most cases the regrettable answer is NO!

In the past, inservice education programs have been mainly in the form of courses offered in evenings, weekends or vacations and they may have only been marginally effective in improving the expertise of practising teachers. Criticisms have been levelled in terms of irrelevance, lack of interest and poor organisation. More significantly, because of voluntary attendance, most programs have influenced only highly motivated teachers and have failed to influence the more apathetic practitioner.

Another problem associated with inservice work has been the difficulty of spreading understanding, attitudes and skills developed through inservice programs from those teachers who have participated in the program to those who have not. There is quite often a passive resistance to new ideas brought into a school by a teacher who has gained these ideas from an inservice program. "Was the course worthwhile?", "Yes, it was first rate", "Great, you must tell

me about it sometime" is a classical conversation in a staff common room. The problem is that "sometime" never comes. Some type of "follow-up" system appears to be essential.

The precarious reputation of inservice programs has been world-wide. This was made clear in the report on inservice education given by Nelson Henry in the Fifty-sixth Year Book of the National Society for the Study of Education (1957).

Harris, Bessent and McIntyre (1969) in their very practical text Inservice Education A Guide to Better Practice suggest that serious mistakes in inservice programs have occurred in the following areas:

1. Failure to relate inservice program plans to genuine needs of staff participants
2. Failure to select appropriate activities for implementing program plans
3. Failure to implement inservice program activities with sufficient staff and other resources to assure effectiveness.

How do we overcome these deficiencies?

Dunkley, Mohr, Rubin, Joyce and the James Report all infer in their statements of inservice goals that the central issue is preparation for change. It follows that inservice programs will succeed only if there is a desire for change.

I am indebted to my colleague Mervin Dunkley for drawing my attention to a useful article by Goodwin Watson entitled "Resistance to Change" (Watson 1969). In this article Watson outlines various sources from which resistance can arise. These are as follows.

A. Who brings the change?

1. Resistance will be less if administrators, teachers, and community leaders feel that the project is their own, not one devised and operated by outsiders.
2. Resistance will be less if the project clearly has whole-hearted support from top officials of the system.

B. What kind of change?

3. Resistance will be less if participants see the change as reducing rather than increasing their present burdens.

4. Resistance will be less if the project accords with values and ideals which have long been acknowledged by participants.
5. Resistance will be less if the program offers the kind of new experience which interests participants.
6. Resistance will be less if participants feel that their autonomy and their security is not threatened.

C. Procedures in instituting change.

7. Resistance will be less if participants have joined in diagnostic effort leading them to agree on what the basic problem is and to feel its importance.
8. Resistance will be less if the project is adopted by consensual group decision.
9. Resistance will be reduced if proponents are able to empathize with opponents; to recognise valid objections; and to take steps to relieve unnecessary fears.
10. Resistance will be reduced if it is recognised that innovations are likely to be misunderstood and misinterpreted, and if provision is made for feedback of perceptions of the project and for further clarification as needed.
11. Resistance will be reduced if participants experience acceptance, support, trust, and confidence in their relations with one another.
12. Resistance will be reduced if the project is kept open to revision and reconsideration if experience indicates that changes would be desirable.

The implications for the development of inservice programs are clear. Dunkley (1972) comments as follows.

"It could be predicted that acceptance of inservice courses would be dependent on such factors as: the degree to which teachers were included in the planning; the interest shown by the planners in the suggestions and criticisms made by the teachers; the degree to which the teachers saw the creation of the position as a tool to help solve problems they had identified as crucial; and the ability of the planners to encourage the teachers to see the position as supportive of them rather than as threatening to their autonomy."

Support for the view that teacher interaction and involvement in the planning stages is a key to the success of inservice programs comes from the Portland Oregon School system.

In developing an inservice program for the Portland Oregon Public Schools, Doherty (1964) reviewed the traditional methods of identifying teachers' inservice needs. These include surveys of teacher opinion through questionnaire forms; surveys of supervisory and administrative personnel through inquiry forms; surveys of teaching, supervisory and administrative personnel through interviewing techniques; and discussions in depth by committees of teachers and administrative and supervisory personnel. While claiming that all methods provide useful information Doherty strongly advocates determining of inservice needs through committees, stressing the value of interactive discussion leading to "stimulation of thought and exploration of ideas in depth".

A number of research studies has found that teachers accept and value inservice education programs which are planned carefully, locally and co-operatively. The work of Gereheim (1959) and of Corey (1959) are fairly typical of this type of study. Lucas (1963) and also Schwalenberg (1965) concluded that the most successful orientation programs are those which derive their bases and objectives from the needs of teachers and which are based on a knowledge of the background of teachers.

The work of Duncan (1964) in Alabama is of special interest in determining policy in relation to need. Duncan concluded that (i) existence and operation of inservice programs should be governed by policies adopted by the board of education and (ii) local administrators and teaching staff should then identify their respective roles in an effective program. This implies the need for a two-way flow - from "above" "down" and *vice versa*. The emphasis should be on interaction.

There has been little basic research into teachers' preferences for and effectiveness of various formats for inservice activities. Boyd (1961) has shown that television methods are effective. Karbal (1963) established the effectiveness of workshop methods. De Vita (1963) reported a successful program of allowing teachers in a given school to observe the class teaching of their colleagues.

The following findings reported by Brian Cane (1969) from NFER research into inservice training in three counties of the United Kingdom are of special relevance. They refer mainly to the "course" format so widely employed in Australian programs.

"Teachers' preferences for arrangements were quite definite: they would like the bulk of inservice training to take place close to their own home or school, preferably during school hours, but failing that, at a convenient starting time after school, for a half day or full day at weekends, or for up to one week during vacations."

"Course teaching methods that appealed most to the teachers in this sample were those involving a large element of participation, especially

working parties and discussion groups. Approximately three-quarters of the teachers replying would like opportunities to observe and discuss demonstrations of lessons or teaching activities by other teachers. Considerable support was given to the broadcasting of inservice training programs to teachers. The least acceptable method of training was the traditional series of lectures without discussion. Over half the respondents were unable to agree that one single method of instruction should be given priority to inservice training. On the other hand, working groups of one kind or another were given single priority by a substantial minority of teachers in each county."

Very useful descriptive accounts of techniques for inservice training are contained in Johnson (1971), Finch (1969) and Harris *et al* (1969). The report of the Commonwealth Conference on Teacher Education held in Nairobi Kenya in 1973 contains case studies of inservice activities in countries of the Commonwealth and is a useful source of ideas.

Finally, very deep consideration must be given to recommendations contained in Chapter 11 of Schools in Australia, the Report of the Interim Committee for the Schools Commission (1973). This stresses that inservice education should be an accepted part of a teacher's program. It lists (page 121) some of the activities that might be developed. These include internships, vacation and weekend courses, reading development centres, consultants visiting schools, co-operative curriculum projects and staff meetings. Provision is made for the establishment of Education Centres. These recommendations, if successfully implemented, must go a long way towards removing barriers to the development of successful inservice programs in Australia.

II. A CHECKLIST OF INSERVICE ACTIVITIES

(1) Criteria for development of an inservice program

Analysis of the goals, barriers to effective change and trends in inservice education outlined in the first part of this paper, has led to the development of criteria for the listing of a range of inservice activities. These are as follows. They are not arranged in any order of priority.

Inservice activities should:

1. Meet expressed needs of teachers.
2. Meet needs caused by changes in policy that may be
(a) within schools or (b) between schools.
3. Be varied and flexible in format to maintain interest and cater for different circumstances in different areas.
4. Have local, regional, state-wide, national and international components to ensure maximum diffusion of ideas.
5. Be sufficiently varied in format to accommodate a broad range of strategies including lectures, small group methods, practical workshops, visits, tours and exchanges, correspondence study and auto-tutorial methods.
6. Provide for inservice programs in a variety of study centres:
the home; the school; education centres; tertiary institutions;
the countryside; industrial institutions and many others.
7. Provide for the use of information packaged in a variety of media.
8. Allow for teachers to become involved in the planning and management of activities.
9. Be so arranged that systematic policies for overall inservice strategies can emerge at various levels - e.g. school, local area and state.
10. Provide for participation by individuals, small groups and large groups and encourage teachers to work as members of teams.
11. Provide for maximum interaction between teachers, administrators, researchers, teacher trainers and curriculum developers and evaluators.

12. Allow for closer integration between pre-service and inservice training.
13. Provide for creative input from all points of the educational system.
14. Be sufficiently flexible to cater for specialised needs and interests such as those of the neophyte teacher.
15. Provide for a system that will encourage systematic feedback on the effectiveness of the inservice program.
16. Make it possible for resources to be flexibly deployed where they are most effective.
17. Provide for maximum interaction between teacher and community including work with parents.
18. Provide for the rapid dissemination of research findings and of latest developments reported in educational publications.
19. Provide for a resilient and dynamic system that can be quickly and effectively reorganised to meet rapidly changing needs.
20. Have a network structure to ensure that successful innovation in one location or field can rapidly and effectively diffuse to all parts of the system.
21. Provide for inservice experiences for each individual teacher throughout his entire teaching career.

Consideration of these criteria has led to the development of the checklist of inservice activities given on the following pages. No single entry on the list meets all criteria. The criteria would be satisfied only if the majority, if not all, the activities listed are developed within a state-wide system of inservice education. A final point must be made. For the criteria to be satisfied not only must there exist the structure, organisation and form of inservice activities as listed, but within each type of activity experiences shared by teachers must be creative, stimulating and forward looking. That is the challenge to the inservice educator.

A CHECKLIST OF INSERVICE ACTIVITIES

(2) A checklist of possible activities in an inservice program

This is a classified list of activities that could be developed as part of a systematic inservice program for primary or secondary school teachers in Australia.

The following points are stressed:

1. listing of an activity does not mean that it should necessarily be given financial support from the Australian government;
2. an attempt has been made to make the list reasonably comprehensive but there may well be significant omissions;
3. arrangement is not in any order of priority;
4. some headings could be further sub-divided;
5. inevitably some categories overlap.

The list could perhaps be adapted for the local needs of each Inservice Area. Each Area may consider issuing its version of the listing as a booklet. This booklet could provide comment on each listed activity, indicating State and Area policy with regard to degree of financial support likely to be available (perhaps by using a rating scale from 0 to 4).

1. Courses

1.1 Support for various types of courses

1.11 Single lectures or short series of lectures

- 1.111 employing authority
- 1.112 local education groups
- 1.113 tertiary institutions
- 1.114 learned and scientific societies
- 1.115 professional teachers associations
- 1.116 museums and galleries
- 1.117 commercial and industrial organisations
- 1.118 government or para-governmental departments and agencies
- 1.119 other

1.12 Short courses during the evening

- 1.121 employing authority
- 1.122 tertiary institutions
- 1.123 professional teachers associations
- 1.124 other

1.13 Short courses in school time

- 1.131 part-day release
- 1.132 full-day release
- 1.133 'sandwich' courses

1.14 One-term or half-year full-time courses

- 1.141 employing authority
- 1.142 tertiary institutions
- 1.143 other

1.15 One-term evening courses

- 1.151 employing authority
- 1.152 tertiary institutions
- 1.153 other

1.16 Vacation courses

- 1.161 summer vacation
- 1.162 autumn and spring vacations
- 1.163 Easter vacation
- 1.164 public holidays/long weekends

1.17 One year (or longer) full-time courses

- 1.171 teacher training institutions
- 1.172 other tertiary institutions
- 1.173 other

1.18 Longer sustained part-time courses

- 1.181 teacher training institutions
- 1.182 other tertiary institutions
- 1.183 other

1.2 Support for institutions mounting courses

- 1.21 Employment of lecturers
- 1.22 Production of materials
- 1.23 Organisation and administrative support
- 1.24 Other

1.3 Support for teachers attending courses

- 1.31 Fees
- 1.32 Transport
- 1.33 Accommodation
- 1.34 Sustenance
- 1.35 Equipment and other resources

2. Workshops

2.1 Developmental - production and trialling of materials

2.11 Learning resources

- 2.111 print materials
- 2.112 non-print materials
- 2.113 learning systems

2.12 Assessment and evaluation instruments

2.121 instruments for assessment of pupils

- 2.1211 cognitive
- 2.1212 affective
- 2.1213 psychomotor

2.122 instruments for formative evaluation of materials and courses

- 2.123 instruments for summative evaluation of resources and courses
- 2.124 instruments for self evaluation teaching and administrative skills
- 2.125 instruments for pupil evaluation of teaching

2.13 Check-lists of objectives

- 2.131 general aims and objectives
- 2.132 behavioural objectives

2.14 Other

2.2 Investigatory - surveys

- 2.21 Surveys of resources
- 2.22 Surveys of strategies
- 2.23 Surveys of teachers perceived needs
- 2.24 Analysis of research into specific fields

3. Conferences

3.1 Support for attending conferences

3.11 Local

- 3.111 fees
- 3.112 equipment and other resources
- 3.113 other

3.12 Regional

- 3.121 fees
- 3.122 transport
- 3.123 accommodation
- 3.124 sustenance
- 3.125 equipment and other resources
- 3.126 other

3.13 Interstate

- 3.131 transport
- 3.132 fees
- 3.133 per diem for general expenses

3.14 Overseas

- 3.141 transport
- 3.142 fees
- 3.143 per diem for general expenses

3.2 Support for organising conferences

3.21 Local

- 3.211 lecturers fees and expenses
- 3.212 costs of materials
- 3.213 organisational costs
- 3.214 other claims

3.22 Regional

- 3.221 lecturers fees and expenses
- 3.222 costs of materials
- 3.223 organisational costs
- 3.224 other claims

3.23 Interstate and overseas

- 3.231 subsidies for fees and expenses of lecturers
- 3.232 subsidies for general organisation

4. Exchanges and Secondments

4.1 Exchanges between school systems

- 4.11 Within the same level
- 4.12 Between levels

4.2 Exchanges within a school system

- 4.21 Within levels
- 4.22 Between levels

4.3 Secondments to various organisations

4.31 Other school systems

- 4.311 same level
- 4.312 different level

- 4.32 Different levels of the same school system
- 4.33 Tertiary institutions
- 4.34 Resource centres
- 4.35 Commercial and industrial organisations
- 4.36 Government departments
- 4.37 Museums, parks and galleries
- 4.38 Technical colleges
- 4.39 Other institutions and organisations

4.4 Internships

- 4.41 For teachers in first years of service
- 4.42 For re-entrants to the teaching profession

5. Comparative Educational Tours

5.1 By groups with common interest (e.g. by subject or level)

- 5.11 Regional
- 5.12 Interstate
- 5.13 Overseas

5.2 By groups with general interest (all levels all subjects)

- 5.21 Regional
- 5.22 Interstate
- 5.23 Overseas

6. Study Leave and Study Programs for Individuals

6.1 Grants for leave for approved program of study and research

- 6.11 Within state
- 6.12 Interstate
- 6.13 Overseas

6.2 Grants to support 'on-job' study program

- 6.21 Self directed
- 6.22 Directed by colleagues in school
- 6.23 Correspondence/external courses by various institutions
 - 6.231 open university
 - 6.232 general university
 - 6.233 college of advanced education

- 6.234 technical college
- 6.235 professional associations
- 6.236 institutes of adult education
- 6.237 learned societies
- 6.238 private correspondence institutions
- 6.239 other

- 6.24 Subsidies for purchase of resources for self improvement,
e.g. books

7. Consultancies by Individuals or Panels of Experts

7.1 Temporary consultants from overseas, interstate or from local system

- 7.11 Lecture tours
- 7.12 Special purpose (e.g. curriculum development)

7.2 Full-time permanently employed consultants available on call

- 7.21 National
- 7.22 State wide
- 7.23 Regional

7.3 Full-time staff in schools with part-time inservice responsibility (also see 12.3)

- 7.31 Inservice liaison officers
- 7.32 Inservice tutors
- 7.33 Supervisors of teachers on exchange or secondment
- 7.34 Supervisors of neophyte and re-entrant staff

8. Production of and Dissemination of Training Kits, Related Materials and General Information for Distribution to Schools

8.1 Tied to specific courses of study

- 8.11 Teachers manuals
- 8.12 Audio taped programs
- 8.13 Super 8 movie films
- 8.14 16mm training films
- 8.15 Video-taped programs
- 8.16 Multi-media kits and modules
- 8.17 Summaries of conferences and workshops

8.2 Interdisciplinary or general

- 8.21 Teachers manuals
- 8.22 Audio-taped programs
- 8.23 Super 8 movie films
- 8.24 16mm training films
- 8.25 Video-taped programs
- 8.26 Multi-media kits and modules
- 8.27 Commissioning of radio and TV broadcasts
- 8.28 Development of mobile training vans
 - 8.281 for use of A-V equipment
 - 8.282 for production of A-V materials
 - 8.283 for training in laboratory skills
 - 8.284 for training in field and community skills
 - 8.285 for other specialised purposes

8.3 Development of library and clearinghouse facilities

- 8.31 Central reference library
- 8.32 Regional reference library
- 8.33 "Book box" loan system
- 8.34 Loan collections from museums, parks, art galleries, etc.
- 8.35 Annotated bibliographies
- 8.36 Annotated lists of sources of equipment, materials, etc.
- 8.37 Abstract service on educational literature
- 8.38 Abstract service 'to keep up-to-date' in a given discipline

8.4 Production of periodical literature on inservice

- 8.41 Inservice journal/magazine
- 8.42 Inservice pamphlets and study papers
- 8.43 Other periodicals for teachers

8.5 Commissioning of articles in journals issued by professional associations

- 8.51 Reviews of concepts relating to subject disciplines
- 8.52 On aspects of the teaching learning process
- 8.53 Other

9. Displays and Exhibitions

9.1 Teachers attendance at

- 9.11 Major displays of resources
- 9.12 Exhibitions of educational interest

9.2 Teachers development of displays and exhibitions

- 9.21 Work of students alone
- 9.22 Work of teachers alone
- 9.23 Work by teams of teachers and pupils
- 9.24 Work of parent-teacher teams
- 9.25 Other

9.3 Organised 'tours' of resources

- 9.31 Film programs sent by mail
- 9.32 Packaged displays sent by mail
- 9.33 Mobile vans of resource displays
- 9.34 Other

9.4 Evaluation of resources

- 9.41 Development of criteria for evaluation of equipment
- 9.42 Development of criteria for evaluation of software
- 9.43 Development of criteria for evaluation of field sites
- 9.44 Other

10. Support for Innovative Programs and Research by Groups or Individuals

10.1 Development of new resource

- 10.11 Books and other printed materials
- 10.12 Apparatus and specimens
- 10.13 Audio-visual materials
- 10.14 Other

10.2 Experiments with alternative teaching strategies

- 10.21 Non-grading
- 10.22 Open plan
- 10.23 Team teaching
- 10.24 Other

10.3 Curriculum development

- 10.31 Writing and analysing objectives
- 10.32 Devising learning experiences
- 10.33 Developing evaluation procedures

10.4 Research projects

- 10.41 Learning theory
- 10.42 Curriculum evaluation
- 10.43 Attitudinal problems
- 10.44 Child development
- 10.45 Community involvement
- 10.46 Other

11. Support for Teachers Assisting Pupils in Creative Development of Materials

11.1 Student research projects

11.2 Student development projects

- 11.21 Film making
- 11.22 Drama
- 11.23 Other

12. Development of Inservice Institutions

12.1 Direct grants to existing inservice institutions

- 12.11 General
- 12.12 For specific purposes

12.2 Development of new inservice institutions

- 12.21 Teachers centres
- 12.22 Education centres
- 12.23 Display centres
- 12.24 Environmental study centres
- 12.25 Training units in zoos, museums and galleries
- 12.26 Training units in libraries
- 12.27 Staff colleges
- 12.28 Other

12.3 Development of inservice resources within schools

- 12.31 Purchase of materials for inservice
- 12.32 Financial aid to replace teachers away from school on inservice activity
- 12.33 Employment of inservice staff (also see 7.3)
- 12.34 Support for staff meetings

- 12.35 Development of organised links with pre-service institutions
- 12.36 Development of programs for staff before the beginning of each term
- 12.37 Support for task-forces investigating local issues relevant to the school program
- 12.38 Support for local community programs involving school personnel
- 12.39 Other

12.4 Training programs for inservice personnel

- 12.41 Within school personnel
- 12.42 Local and regional inservice staff

13. Support for Research into Inservice Activities

13.1 Development of new techniques for inservice

- 13.11 Simulation and role playing
- 13.12 Audio-tutorial systems
- 13.13 Other

13.2 Surveys of inservice needs and activities

- 13.21 Regional
- 13.22 Interstate
- 13.23 Overseas

13.3 Evaluative

- 13.31 Effectiveness of inservice programs
- 13.32 Relationship between pre-service and inservice
- 13.33 Other

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